

Standard V Program Re-approval Template

Submit completed form to your liaison by June 1, 2009.

Institution Pacific Lutheran University

Date 5/27/09

Dean/Director Michael R. Hillis, Acting Dean

Signature _____

What are the major examples of evidence in your program for Standard 5.1: Knowledge of Subject Matter and Curriculum Goals? Please be as specific as possible in describing the evidence.

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p>A. Content driven. All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.</p> <p>B. Aligned with curriculum standards and outcomes. All students know the learning targets and their progress towards meeting them.</p> <p>C. Integrated across content areas. All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.</p>	<p>A. Content Driven</p> <ol style="list-style-type: none"> 1. Admission requirements: <ol style="list-style-type: none"> a. West-B – All initial teacher preparation programs require the West-B for admission. This provides evidence of basic knowledge/skill competency in reading, writing, and mathematics. b. GPA – The UG and Alternative Route teacher education programs require a 	<p>A. Content Driven</p> <ol style="list-style-type: none"> 1. Lesson Plan Artifacts – At Transitional Point Review two and three, candidates in all programs are required to submit student artifacts that emerge from the teaching of their lesson plan that they create. Student artifacts will focus on pre/post test content data, documents written by the students, and examples of their use of technology.

	<p>minimum of 2.5 for admission consideration. The MA with Certification program requires a minimum of 3.0 for admission consideration. In all three programs, these are used as guidelines to help determine academic and specific content knowledge.</p> <p>c. Interviews – All initial teacher preparation programs require formal interviews that are aligned with dispositional values (critical reflection, expression, interaction with others, valuing, and multiple frameworks) and experience in working with children between the ages of 4-19.</p> <p>d. Writing Sample – In addition to evidence from the candidate's transcript of writing competency, prospective candidates must also</p>	<p>2. Student Self-Evaluation – Candidates will be required to submit samples of student data that demonstrates the student's growth and development in the specific content areas. This may take the form of videotapes, written narratives, or summaries of student interviews.</p> <p>3. Student Achievement Data – As part of TPR two and three, candidates are required to gather achievement data that demonstrates the content growth of students over a period of time. This may be part of the required lesson plan, but it may also be addition to the lesson plan requirement.</p> <p>B. Aligned with Curriculum Standards and Outcomes</p> <p>1. Lesson Plan Artifacts – Candidates will be required to provide student based evidence that demonstrates the linkages between the goals of the lesson plan and the assessments. This data will need to be clearly linked to the</p>
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	<p>complete a writing sample that is scored by the admissions committee. This helps to triangulate the writing competency of our candidates. This is required in all of the initial teacher preparation programs.</p> <p>e. Academic reference – In all initial teacher preparation programs, candidates must provide an academic reference which addresses their content knowledge.</p> <p>f. West-E – For candidates in the MA with Certification and Alternative Routes programs, passing scores on at least one West-E is required. In addition, course work for the endorsement is aligned with the state’s competencies to ensure that candidates have adequate preparation for their subject area. In the UG program, West-E scores are not required at admission,</p>	<p>lesson plan that is provided at the various transitions points.</p> <p>2. Student Self-Evaluation – Candidates will be required to provide evidence that their students know the learning targets and how they are working to meet them. This can take the form of student videotapes, summaries of interviews, or narratives written by the students.</p> <p>C. Integrated Across Content Areas</p> <p>1. Unit Plan Artifacts – Candidates will be required to gather student based evidence that demonstrates how they have integrated mathematical and scientific reasoning into their unit plans. This may take the form of written products or use student videotapes of the classroom.</p> <p>2. PPA – Candidates will be required to submit their instructional plan at least one week prior to the administration of the PPA. University</p>
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	<p>but are required prior to the start of their third term in the program.</p> <p>2. Core Tasks:</p> <p>a. Lesson Plan – Using Anderson & Krathwohl’s (2001) revision of Bloom’s Taxonomy, candidates are required to develop lesson plans at the three major transition points (the Transitional Performance Review – TPR) of their respective program. At TPR one, candidates focus on developing a lesson plan that demonstrates their knowledge and understanding of lesson planning and content knowledge. At TPR two, candidates are required to further refine their lesson plan and integrate reading, writing, mathematics, and technology. At TPR three, candidates are</p>	<p>supervisors will then assess the candidates based on this written documentation as well as evidence that they observe of student performance during the administration of the PPA.</p>
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	<p>required to analyze, evaluate, and create a lesson plan that reflects their increased understanding of planning and their content area. This lesson plan is evaluated to determine if they have the skills and content knowledge necessary for successfully completing their student teaching experience.</p> <p>b. Unit Plan – At TPR two, candidates in all programs must submit a unit plan based on backwards design principles that include the use of strategies to assess understanding of curriculum content, critical thinking, and problem solving.</p> <p>3. Field Based Assessments:</p> <p>a. University Supervisor and Cooperating Teacher Field Evaluations – At multiple times throughout the candidate's program,</p>	
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	<p>both cooperating teachers and university supervisors will complete a field evaluation (please see Appendix A) that, among other items, assesses the candidate's content knowledge.</p> <p>B. Aligned with Curriculum Standards and Outcomes</p> <p>1. Core Tasks</p> <p>a. Lesson Plan – The primary focus on TPR one for the lesson plan is to ensure that candidates are aligning the curriculum content with assessment strategies. This is a knowledge and understanding task that will then progress in the subsequent transition points as their development becomes more complex. However, at the initial stage, the focus of our assessment will be on ensuring that candidates understand this linkage between</p>	
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	<p>content and assessment.</p> <p>b. Unit Plan – At TPR one, the focus, much like that of the unit plan, will be on ensuring that candidates understand the alignment of objectives and assessment. At subsequent transition points, candidates will be required to apply their knowledge and use the assessment results to determine the effectiveness of their instruction. This will then also inform them of how to use that data to differentiate instruction as they prepare for their student teaching experience.</p> <p>2. Field Based Assessments</p> <p>a. University Supervisor and Cooperating Teacher Field Evaluations – The field based evaluation form that we have revised this past year requires that cooperating</p>	
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	<p>teachers and university supervisors assess the candidate's knowledge and skill of aligning content goals and assessment. These evaluations will occur throughout the candidate's program.</p> <p>C. Integrated Across Content Areas</p> <p>1. Core Task</p> <p>a. Unit Plan – At TPR two and three, candidates will be required to demonstrate their competency in integrating across content areas through their unit plan. Regardless of content area, this will include mathematical and scientific reasoning. However, we are currently still trying to determine an agreed upon definition for aesthetic reasoning and, therefore, this will be something that we will continue to work towards in our system.</p> <p>2. PPA – During the candidate's student</p>	
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	<p>teaching experience, they will be required to demonstrate their competence in developing units of instruction that are integrated for their particular content area. This will be assessed by their university supervisor.</p>	
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What are the major examples of evidence in your program for Standard 5.2: Knowledge of Teaching? Please be as specific as possible in describing the evidence.

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p>A. Informed by standards-based assessment. All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.</p> <p>B. Intentionally planned. All students benefit from standards-based planning that is personalized.</p> <p>C. Influenced by multiple instructional strategies. All students benefit from personalized</p>	<p>A. Informed by Standards-Based Assessment</p> <p>B. Intentionally Planned</p> <p>1. Common Tasks</p> <p>a. Lesson Plan – As noted previously, one of the primary objectives of the Lesson Plan task, which is required at all transition points, is to determine if candidates can demonstrate competency on the alignment between objectives and assessments. Initially, the focus</p>	<p>A. Informed by Standards-Based Assessment</p> <p>B. Intentionally Planned</p> <p>1. Common Tasks</p> <p>a. Lesson Plan – At transition points two and three, candidates will be required to gather student artifacts that demonstrate multiple forms of assessment and are clearly aligned with the appropriate standards. The artifacts can be in a variety of formats and will need to be</p>

<p>instruction that addresses their ability levels and cultural and linguistic backgrounds.</p> <p>D. Informed by technology. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.</p>	<p>of this task is to determine whether candidates have the knowledge and understanding of this basic principle of planning. As they progress through the program, they are required to apply this understanding in K-12 contexts and to use the assessment data to analyze student performance. As they develop their analyses, they are then required to use this assessment data to make determinations about how to differentiate their teaching.</p> <p>b. Unit Plan – In a similar way, the unit plan that is required of our candidates asks them to provide the three stages of the UBD model: identifying desired results, determining acceptable evidence, and plan learning experiences and instruction. At the first transition point, they will be required to provide multiple examples of formative and summative assessments and demonstrate the alignment of these assessments with their objectives. As they move on to the subsequent terms, they are then required to use these strategies to determine the effectiveness of their instruction and to use the data to modify their teaching practice.</p>	<p>included in the candidates' Emerging Professional Growth Plan (EGP – please see Appendix B). Although we are currently in the process of determining how our candidates can demonstrate that their students' learning is "personalized," we are advocating that they work with their students to provide personal narratives of their learning experiences through videotapes and logs. This past year, this was done effectively in the UG program during their portfolio presentations.</p> <p>b. Unit Plan – In addition to the lesson plan requirements (which will vary based on individual courses and programs), candidates will need to provide student based evidence of how their unit goals and objectives have aligned with the assessments. Again, this data may take multiple forms since it will be dependent on the assessment strategies employed by the candidate. Student artifacts will be required to demonstrate competency in the EGP.</p> <p>C. Influenced by Multiple Instructional Strategies</p> <p>D. Informed by Technology . Common Tasks</p>
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	<p>2. Field Based Evaluations</p> <p>a. University Supervisor and Cooperating Teacher Field Evaluations – All candidates in each program will be assessed using our common field evaluation form. This form is directly linked to Standard V and requires that candidates demonstrate competency in aligning objectives and assessments</p> <p>b. PPA – To complete their certification program, all candidates at PLU must successfully pass the PPA, which includes the initial criterion of alignment: “The plan’s learning targets are explicitly aligned with EALRs, state learning goals, and school and classroom goals.” Additionally, the instructional plan required by the PPA allows our university supervisors the opportunity to determine if the candidates have addressed the learning, cultural, and developmental needs of their students.</p> <p>C. Influenced by Multiple Instructional Strategies</p> <p>D. Informed by Technology</p> <p>1. Common Tasks</p> <p>a. Lesson Plan – Within the lesson plan format (please see</p>	<p>a. Lesson Plan – As part of the candidates’ EGP, they will be required to provide student based evidence related to how they addressed the multiple needs of the students they work with. The form of these artifacts will vary depending on the specific assessments, but at a minimum will include how well their students are able to explain the use of various learning strategies and the students’ use of technology in their learning.</p> <p>b. Unit Plan – In much the same way as Standard 5.2 A & B, candidates will be required to provide evidence of how their instructional strategies impacted their students’ learning within the unit of instruction and how technology was utilized.</p>
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	<p>Appendix C), candidates are required to identify the major instructional strategies they will employ. As stated earlier, this plan will utilize a developmental sequence where candidates initially demonstrate their knowledge and understanding of strategies and then moving into the more complex cognitive tasks of application, analysis, and evaluation. Candidates will be required to provide multiple examples of instructional strategies, including the integrated use of technology.</p> <p>b. Unit Plan – Within the unit plan format, candidates are expected to provide outlines of the learning experiences, including the use of multiple instructional methodologies and the integration of technology.</p> <p>2. Field Based Evaluations</p> <p>a. University Supervisor and Cooperating Teacher Field Evaluations –As with Standard 5.2 A & B, the university supervisor and cooperating teacher will be evaluating the candidate on the Standard V criteria throughout their various practica experiences. As a result, candidates will be required to demonstrate competency in their used of multiple instructional</p>	
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	<p>strategies and integration of technology.</p> <p>b. PPA – On Standard 5 of the PPA (The teacher candidate designs instruction based on research and principles of effective practice), there are clear indicators that the candidate must meet in order to successfully meet the competencies related to multiple instructional strategies and the integration of technology.</p>	
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What are the major examples of evidence in your program for Standard 5.3: Knowledge of Learners and their Development in Social Contexts? Please be as specific as possible in describing the evidence.

What would be the major examples of evidence in your program for

<i>Criteria - Evidence of teacher candidate practice reflect planning, instruction, and communication that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p>A. Learner centered. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.</p> <p>B. Classroom/school centered. Student learning is connected to communities within the classroom and the school, including</p>	<p>A. Learner centered</p> <p>1. Core Tasks</p> <p>a. Lesson Plan – At all transition points, candidates will be required to develop lesson plans that specifically address the following questions: How have you considered the</p>	<p>A. Learner centered</p> <p>1. Core Tasks</p> <p>a. Lesson Plan – Candidates will be required to provide student based evidence that demonstrates connections to their students’ cultural and/or language background. This evidence may</p>

<p>knowledge and skills for working with others.</p> <p>C. Family/Neighborhood centered. Student learning is informed by collaboration with families and neighborhoods.</p> <p>D. Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.</p>	<p>cultural backgrounds of your students? Is your lesson culturally responsive to students of color, immigrant children, etc.? Additionally, candidates must describe how their lesson accounts for differences in student learning and variances in ability.</p> <p>b. Unit Plan – At all transition points, candidates must indicate how their unit plan focuses on the development of their students – developmentally, culturally, and academically.</p> <p>B. Classroom/Community Centered C. Family/Neighborhood Centered D. Contextual Community Centered</p> <p>1. Core Tasks</p> <p>a. Lesson Plan – At all transition points, candidates will be required to demonstrate within their lesson plan both individual and group modes of learning. At the lesson level, it is not necessary to include all instructional strategies available, but instead to focus on how learning can be both an individual and corporate event. Additionally, candidates will be required to demonstrate how their lesson plans are reflective of their local communities and are not disassociated from the</p>	<p>include student artifacts or videotapes of the classroom context. Additionally, candidates will need to provide evidence of how they developed strategies based on their students’ learning needs and how students responded to their decisions.</p> <p>b. Unit Plan – In using the UBD model of unit planning, candidates will need to provide evidence of how their unit’s enduring understandings reflect the developmental, cultural, and academic needs of their students. For the student based evidence, candidates will need to provide student reflections on their growth through the unit plan and how it helped them deepen their understanding of these goals.</p> <p>B. Classroom/Community Centered C. Family/Neighborhood Centered D. Contextual Community Centered</p> <p>1. Core Tasks</p> <p>a. Lesson Plan – As part of their student based evidence, candidates will be required to provide artifacts from students that are connected to their lesson plans. For this section of Standard V, this would include group projects completed by students, projects that reflect the students’ families/neighborhoods, and</p>
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	<p>needs and issues that these communities represent.</p> <p>b. Unit Plan – Candidates will be required to provide evidence within their unit plan of multiple approaches to learning, including individual work, small group work, and large group instruction. Additionally, the candidates’ unit plans will be assessed on how they address the local families, neighborhoods, and the broader global community. At this point in our assessment system development, we are still working to integrate how environmental sustainability will be evaluated, although we have mapped it so as to include it in the curriculum.</p> <p>2. Dispositional Assessments – We strongly believe that a teacher’s ability to help students work together is highly dependent on the teacher’s ability to do the same. As a result, candidates within all of our programs will be regularly assessed on their dispositions. We have integrated this into the field based assessments and all faculty members will be assessing the candidates’ dispositions through a “professionalism assessment” that is directly linked to our dispositional document that we’ve</p>	<p>ones that are connected to the broader community. We see this developing as concentric circles – lessons which begin with explorations of the self and then moving out to deeper community and global understandings.</p> <p>b. Unit Plan – In much the same way as student evidence that supports the lesson plan development, candidates will need to provide student based evidence that demonstrates how their students have achieved unit wide integration of school, neighborhood, and community understanding. This can be through the development of unit based culminating activities, videotapes of classroom instruction, and/or summaries of student work that the candidate provides.</p>
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	<p>created. Furthermore, the dispositions we will be assessing, which we have adapted from our university's mission document, includes a broad focus on valuing and multiple frameworks. These two dispositions are strongly related to being family/neighborhood and community centered. We will be using these dispositional categories to continually assess our candidates as they progress through our programs.</p> <p>3. PPA – Throughout the current iteration of the state's final assessment, candidates must be able to demonstrate their ability to connect to the classroom, family/neighborhood, and communities. As a result, candidates who receive passing marks on all areas of the PPA (which we require for all of our programs) are able to show evidence of their competency in these areas.</p>	
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What are the major examples of evidence in your program for Standard 5.4: Understanding of Teaching as a Profession?
Please be as specific as possible in describing the evidence.

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>
<p>A. Informed by professional responsibilities and policies. All students benefit from a collegial and professional school setting.</p> <p>B. Enhanced by a reflective, collaborative, professional growth-centered practice. All students benefit from the professional growth of their teachers.</p> <p>C. Informed by legal and ethical responsibilities. All students benefit from a safe and respectful learning environment.</p>	<p>A. Informed by Professional Responsibilities and Policies</p> <p>B. Enhanced by a Reflective, Collaborative, Professional Growth-Centered Practice</p> <p>C. Informed by Legal and Ethical Responsibilities</p> <ol style="list-style-type: none"> 1. Emerging Professional Growth Plan (EGP) – Throughout the course of their program, candidates will be required to develop an Emerging Professional Growth Plan that documents their growth against the Standard V document. As can be seen in Appendix B, candidates are required to submit this document at the indicated transition points for each program to be reviewed by faculty assessment teams. This document will be continually updated by the candidates, reviewed and scored by faculty, and serve as the major indicator of our candidates’ growth and development over the course of their program. Furthermore, because we have directly aligned it with Standard V, there is also a requirement that they provide clear and convincing teacher and student based evidence throughout their document. Since we are requiring candidates to present this document for a “transitional performance review,” they will also be engaging in a continual conversation about their growth as beginning teachers. 2. Dispositional Assessments – As noted above, we have aligned our university’s Integrated Learning Targets (which in essence are dispositional categories) with Standard V. The dispositions will be evaluated through three major assessments: professionalism assessments throughout courses, field evaluations, and on the EGP. These assessments will help us determine the ethical and legal responses our

	candidates have towards the profession.
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1. In a narrative of 7-10 pages, describe how your program has changed to meet the requirements of Standard V in the following areas:

- Course content

One of the first tasks the faculty engaged in was to review the course content for our three preservice programs – undergraduate, masters with certification, and alternative routes. Recognizing that each program had a significantly different candidate population and time frame, we decided to work on aligning the content across the three programs and referenced to the Standard V document. Although this is still a work in progress due to the complexity of curriculum mapping, the document attached as Appendix D shows the current status of the course mapping project. Our next steps for this work include the following:

- 1) To assess how well the map has captured the intent of each program
- 2) To determine where we need to adjust it to more specifically address programmatic needs (e.g., shorter time frames, incoming candidate knowledge, etc.)
- 3) To continue the work of making the map even more explicit regarding curriculum decisions about theories, instructional practices, seminal readings, etc.

One of the issues that we continue to wrestle with as a faculty at PLU is how we maintain our institutional identity while recalibrating our programs to the Standard V document. After much deliberation, we decided that one of the chief ways was to incorporate our institution's Integrative Learning Objectives as a way to assess candidate dispositions. The following is taken from our working document that attempts to articulate this:

In November of 1999 the faculty of Pacific Lutheran University adopted the Integrative Learning Objectives (ILOs) as a common framework for identifying the knowledge, skills and abilities undergraduates should demonstrate upon completion of their bachelor's degree. The ILOs are not a comprehensive philosophy of education but rather a conceptual reference point for departments and programs to articulate how their own curricula relate to the broader liberal arts and science goals reflected in the General University Requirements.

In keeping with this approach the Department of Instructional Development and Leadership has woven together the five specific "abilities" identified as part of the integrative learning objectives with Washington State's Standard V for preservice teachers into a criteria-based framework to assess the professional dispositions of candidates. The following five criteria thus serve as dispositional categories or areas of assessment. They include:

1. Critical Reflection

Candidates will learn to critically reflect upon their instructional practice as part of their commitment to fostering community in their school and classroom, planning for powerful learning, facilitating formal learning and assessment and examining their own ongoing professional growth and development. Candidates are expected to analyze issues from multiple perspectives and understand and explain divergent viewpoints on complex issues. Candidates, moreover, will evaluate assumptions and consequences of different perspectives in assessing possible solutions to problems and they are expected to carefully assess the support available for proposed solutions and to defend one's own judgments. Critical reflection involves both an internal dialogue about the impact and effectiveness of one's instructional practice as well as public dialogue with colleagues, students, parents and community members about teaching, learning and the shared vision of a more caring, just and equitable society.

2. Expression

Candidates will communicate clearly, effectively and professionally in both oral and written forms. They are expected to express themselves in honest and respectful ways, to address others directly (as opposed to talking behind their backs) and to be mindful that nonverbal behaviors are often subject to varied interpretations. Candidates are also expected to adapt messages to various audiences using appropriate media, convention and styles.

3. Interaction with Others

Candidates will treat others with respect and be punctual, proactively communicative and patient. Candidates are expected to practice active listening and to work creatively to identify and clarify issues of concern. Moreover, they will acknowledge and respond to conflicting ideas and principles, identify common interests where possible, develop and promote effective strategies and interpersonal relationships for implementing cooperative actions.

4. Valuing

Candidates are expected to conduct themselves in an ethical and professional manner and to follow the Washington State Code of Professional Conduct (Chapter 181-87 WAC). Candidates will also articulate and critically assess their own values with an awareness of the communities and traditions that have helped to shape them. They will recognize how others have arrived at values different from one's own, and consider their views charitably and with an appreciation for the context in which they emerged. Candidates will develop a habit of caring for oneself, for others, and for the environment. Furthermore, candidates will approach moral, spiritual, and intellectual development as a life-long process of making informed choices in one's commitments and they will approach one's commitments with a high level of personal responsibility and professional accountability.

5. Multiple Frameworks

Candidates will cultivate respect for diverse cultures, practices, and traditions. Candidates are expected to recognize and understand how cultures profoundly shape different assumptions and behaviors about teaching, learning and schooling. Candidates are further expected to identify issues and problems facing students and their families, colleagues and the larger community and to seek constructive strategies for addressing them.

As one can see, we've also attempted to merge our ILO's with the Standard V wording – our intent being that this will provide an institutional “mark” on our candidates as we infuse it throughout the curriculum.

- Field experiences

In general, we have not seen a need to dramatically alter the field experiences for our candidates. Given that we reside in a highly diverse community, we are able to provide candidates with experiences that can help them develop competency around the 5.2 and 5.3 standards and criteria. However, we are also recognizing that because of the involved nature of student based evidence that it might be more beneficial for us to keep candidates in the same schools for longer periods of time (as opposed to different practica for different terms) and to work with specific schools more intently. Both of these changes would allow us to be more specific with our schools about the type of data our candidates would need to collect and would help our candidates gather much more thorough student based evidence over the course of their fieldwork.

Another change that has occurred as a result of our work based on Standard V are the changes we have made to our Field Evaluation form. We have directly aligned our form with Standard V and our accepted dispositional categories. It is our desire that this will continue to help us triangulate the developing competencies of our candidates.

- P-12 district/school partnerships

Our response would be the same to this prompt as to the previous one. We are currently exploring more involved partnerships with local school districts, however these are still developing and it will continue to develop as we move forward in our work.

- Faculty development

This has been and will continue to be a major focus of our work. What we have realized over the past 18 months is that while some faculty members are comfortable with program-wide assessment and the structure that this helps to provide, there are other faculty members who, for various reasons (e.g., philosophical, experiential, etc.), resist this work. Consequently, we have identified some major issues that we must address in the next year as we move forward:

- Work with faculty on philosophical assumptions of assessment. Specifically, work to resolve issues of university and faculty identity and articulate how assessments will always have both strengths and weaknesses.
- Work with faculty on the scoring of the EGP throughout the year. Since this will be the year of inception for this process, we will be focusing some faculty training days on this issue.

- We have developed a phased implementation plan of our overall assessment system (please see Appendix E) and over the course of the 2009-2010 academic year, we will be working with faculty to ensure that we are all in agreement with the specific requirements of our system.
- Development of our electronic database, *Chalk & Wire*. We have voted to adopt a new electronic database system beginning this summer. Three faculty members will be attending training in NY this summer and then will return to train the rest of the faculty next year.
- Since we have been collecting student based evidence for years through our Documented Entry assessment system, there is not a major need to train faculty in what this evidence looks like. However, we will work this coming year on training faculty on inter-rater reliability issues.

2. In no more than three pages, describe the *process* used to engage program personnel in reviewing, rethinking, and revising the program.

From the beginning of when Standard V was presented, we have been actively engaged in trying to determine the implications for our programs. Initially, we sent multiple faculty members to the state trainings around Standard V to ensure that we were aware of the changes and what would be expected of teacher preparation programs. This became more formalized about two years ago when we started having faculty meetings around this topic as we tried to anticipate what the change would mean for our programs.

Initially, we thought that our previous assessment system would work quite well for what was to be expected of us. This system, known as “documented entries,” was developed based on the work of INTASC standards for beginning teachers and the National Board for Professional Teaching Standards (NBPTS) process of describing, analyzing, and reflecting as important for grounding the work of teachers in classrooms. These documented entries were designed based on the following assumptions:

- Learning to teach is a developmental process that evolves over time. Candidates continue to work on various knowledge, skill, and competence throughout their training, and into their careers.
- Teaching is a reflective practice. Excellent teachers are able to describe what they are doing, consider why they have made particular instructional choices, analyze the results of the instruction via student work and response, and to then reflect on what their next steps might become. As teacher educators, we are challenged to move beyond traditional teaching methods to assist teacher candidates in the development of their reflective skills and strategies.
- Considering the impact of student learning via analysis of student work, observation of student behaviors, and the consideration of student progress over time is critical to effective teaching.
- Standards provide an opportunity for performance-based assessment to become stronger and more focused.
- We wish to support the qualities of highly effective teachers beyond that required of the current trend of standardized tests, to those teachers who can demonstrate their effectiveness within the classroom context itself through implementation of “best practice” pedagogy and methodology.

Although in many respects it would have made sense to simply adapt the documented entry system to Standard V, the faculty recognized that there were some fundamental issues that needed to be resolved in helping us improve our programs. Primarily, the issues that we were trying to address in our revision of the assessment system were around clear alignment between assessments and objectives, reliability of our assessments, and efficiency. In the spring of 2008, an initial assessment committee was formed to explore the direction of our new assessment system. After multiple meetings throughout the spring and summer of 2008, a new oversight committee was formed in the fall of 2008 to organize and formulate our assessment system. This committee met on a weekly basis for two hours and consisted of the Associate Dean (who also serves as the NCATE Coordinator), Director of Teacher Education, Technology Integration Specialist, Director of Partnerships and Professional Development, and a professor who has expertise in assessment issues. One of the first areas of agreement was to develop guiding principles. The principles were as follows:

- Efficient
- Role model assessment practices
- Valid and reliable
- Align tasks across programs through curriculum, instruction, and assessment
- Allows us to make programmatic and individual decisions
- Assessment is dynamic, flexible and ongoing

We then developed and presented broad design principles that would guide the development of our work. These principles included the use of teaching events as bookends to the program, the continued use of our four broad categories used in the documented entry system (classrooms as communities, planning for powerful learning, formal learning and assessment, and professional growth) linked to Standard V, the use of reflection and documentation (SBE and TBE) of growth throughout the program, the use of juries at transition points (one faculty member and one supervisor), and the incorporation of dispositions into the system. While these principles helped to guide our work in the initial phases, we have found subsequently that we needed to adapt these to work more coherently within the new system.

The oversight committee next developed the basic skeleton of the system (please Appendix F), which includes the five components of our assessment system: admission requirements, dispositions, field based evaluations, content-based assessments, and a juried portfolio (we are now tentatively calling this the Transitional Performance Review based on a suggestion by a PEAB member). Based on these five areas, we then created sub-committees to work on the individual components. These five sub-committees, which included both faculty and staff, were each chaired by one of the members from the oversight committee. From December until April, these sub-committees worked on their specific charges, which included the development of coversheets (see Appendix G for a sample), specific tasks (many of the appendices are examples of this work), and accompanying rubrics. Additionally, as the sub-committees met, the oversight committee continued meeting weekly to discuss issues that were arising, making decisions to ensure coherency across programs, and providing feedback to the sub-committees.

By the end of April, the faculty had agreed to a phased-in implementation of our assessment system, which can be seen in Appendix E. Our decision for a phased-in implementation was based on the premise that we needed to provide on-going faculty development before we could adequately ask our candidates to engage in a complex system of assessment. During the summer and throughout next year, the oversight committee will continue to meet as we further develop and refine our system.

3. In no more than two pages, describe the key strategies by which candidates will develop capacity to analyze and respond to student-based evidence. Please attach three samples of assignments or assessments that represent those strategies.

At the center of our assessment system is the Emerging Professional Growth Plan (EGP). This plan (which can be found in Appendix B) is based on our long history of asking our candidates to complete similar work in the documented entry system. That system, which was created in partnership with national board teachers through a grant we received, required candidates to provide student based evidence to support their responses to questions prompts that we had developed. Since we had significant experience with this assessment approach, we made a decision to create a system that was similar, but more explicit in what was required based on the Standard V document.

What we have learned over the years is that this process of helping candidates learn to analyze and respond to student-based evidence is developmental and requires explicit instruction on how to do it. Consequently, when one looks at the EGP, there are developmental aspects built into the system. Initially, candidates are asked to simply respond to the Standard V criteria and provide whatever type of evidence they may have to support their assertions. Following this initial submission, candidates are then asked to become more focused on specific standards and criteria that will correspond to the curriculum that will be covered in the various courses. Additionally, there will be a three step process to their submissions: 1) They will submit their documents to assessment teams three weeks prior to the end of the term; 2) Faculty will respond to the candidates' submissions providing detailed feedback on both their narrative responses and to their supporting evidence; 3) Candidates will then be provided with one week to revise their documents before presenting them to faculty teams during the Transitional Performance Review. Our hope is that this three step process will help the candidates learn the process of continually reflecting on and strengthening the way in which they write their responses.

Additionally, we are in the process of developing a set of common tasks for all of the programs. Although we are still in the development phase, our goal is to have three common tasks for all programs: a lesson plan (please see Appendix C), a unit plan (please see Appendix H), and a management plan (please see Appendix I). Our strategy is to use these documents developmentally – initially focusing on lower levels of cognitive understanding and extending to deep levels of complexity through the use of application, analysis, synthesis, and evaluation. As candidates move forward in our programs, we will shift our focus from assessing the teacher based evidence they provide to student based evidence. Essentially, what we will be looking for are measures of effectiveness and the candidate's ability to make instructional decisions based on the data that s/he receives in the classroom.

Finally, we are attempting within this system to gather some clear data about our effectiveness as a teacher preparation program. Consequently, one of our goals is to develop baseline data gathering strategies to assess where our candidates are when they are admitted to the program. This will then allow us to compare this data to that which we gather at the end of the program and be able to show how we contributed to their overall growth as educators.

4. In no more than two pages, describe areas of your revised program that will be a focus of continuing attention and development as you proceed with implementation.

As noted in our implementation plan (Appendix E), there is still significant amounts of work that we need to complete for full implementation. Primarily, our focus will be on the following components:

- Development of specific rubrics for each standard and indicator on the Standard V document related to the EGP
- Continued refinement of the common tasks. Although all three of them are complete, we will still need to achieve consensus on their inclusion and develop common rubrics for their assessment
- Development of the *Chalk & Wire* system. We have used *LiveText* for the past five years and, as a result, we need to retrain faculty members on how to use a different system. However, since we are phasing this into our system through the use of focus groups, we will have the opportunity to train everyone before it is mandatory across the unit.
- Creation of assessment teams that include university supervisors. Although we have decided to only use faculty for the 2009-2010 academic year, we would like to include university supervisors into the assessment system as we move forward. This will require us to figure out a number of complex issues (e.g., training, compensation, etc.).
- Train university supervisors on the new field evaluation tool. This document (found in Appendix A) has been adopted and training of the supervisors will occur in August, 2009.
- Continue to map the curriculum to ensure alignment with Standard V. Although we are satisfied with our initial work in this mapping project, we are aware that it needs to become even more detailed to be truly useful.
- Development of a disposition rubric – this will occur within the next few weeks.
- Develop the logistics for the initial teaching event. This will be one of our primary forms of baseline data, however there are many considerations that we need to address before this is able to be implemented.

Finally, we will continue to focus on our assessment system as needing to be dynamic and flexible. While we believe that we have accomplished a significant amount of work over the past year, the reality is that until it is implemented, we cannot be certain that it will completely work the way we have envisioned. As a result, we will continue this discussion – a discussion that we have consistently been having over the past 10 years.

5. Please attach a letter from the PEAB chair that describes the PEAB's involvement in reviewing and revising the program.

Please see Appendix J

Appendix A

Student Teacher/Intern Evaluation Form <input type="checkbox"/> UNDERGRADUATE <input type="checkbox"/> ALTERNATIVE ROUTES <input type="checkbox"/> MAE WITH CERTIFICATION	Pacific Lutheran University School of Education/Movement Studies Tacoma, WA 98447
1) Student's Name: _____ 4) Evaluation Date: _____ 2) Subject: _____ 5) School: _____ 3) District: _____	

PLEASE ASSESS ACCORDING TO THE FOLLOWING KEY:	
0 Unable to Evaluate	
1 Not Acceptable (performs far below what is expected of a novice teacher)	3 Competent (performs at a level expected of a novice teacher)
2 Emerging (performs at a level that requires coaching and mentoring)	4 Exceptional (performs above a level expected of a novice teacher)

General Professional Characteristics	
6) CLASSROOM MANAGEMENT AND DISCIPLINE Demonstrates leadership within the physical and human environment of the classroom in a way that promotes student self-discipline and learning.	1 Not Acceptable <input type="checkbox"/> 2 Emerging <input type="checkbox"/> 3 Competent <input type="checkbox"/> 4 Exceptional <input type="checkbox"/> 0 Unable to Evaluate <input type="checkbox"/>
7) UNDERSTANDS SCHOOL CULTURE Demonstrates an understanding of the school policy in relationship to student behavior.	1 Not Acceptable <input type="checkbox"/> 2 Emerging <input type="checkbox"/> 3 Competent <input type="checkbox"/> 4 Exceptional <input type="checkbox"/> 0 Unable to Evaluate <input type="checkbox"/>
8) INTEREST IN TEACHING PUPILS Demonstrates an attitude of care and a commitment to the growth and development of all students.	1 Not Acceptable <input type="checkbox"/> 2 Emerging <input type="checkbox"/> 3 Competent <input type="checkbox"/> 4 Exceptional <input type="checkbox"/> 0 Unable to Evaluate <input type="checkbox"/>
9) PROFESSIONALISM Demonstrates respect for students, colleagues and the profession through attention to one's manner, dress, speech, attendance and promptness.	1 Not Acceptable <input type="checkbox"/> 2 Emerging <input type="checkbox"/> 3 Competent <input type="checkbox"/> 4 Exceptional <input type="checkbox"/> 0 Unable to Evaluate <input type="checkbox"/>
10) COMMENT	
STANDARD 5.1 KNOWLEDGE OF SUBJECT MATTER AND CURRICULUM GOALS	
11) 5.1.A. CONTENT DRIVEN. All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral	1 Not Acceptable <input type="checkbox"/> 2 Emerging <input type="checkbox"/> 3 Competent <input type="checkbox"/> 4 Exceptional <input type="checkbox"/> 0 Unable to Evaluate <input type="checkbox"/>

communication, and technology.	
12) PERSONAL PREPARATION AND SCHOLARSHIP Demonstrates an understanding of and ability to use theories and research to improve learning for all students.	1 Not Acceptable <input type="checkbox"/> 2 Emerging <input type="checkbox"/> 3 Competent <input type="checkbox"/> 4 Exceptional <input type="checkbox"/> 0 Unable to Evaluate <input type="checkbox"/>
13) 5.1.B. Aligned with curriculum standards and outcomes. All students know the learning targets and their progress towards meeting them.	1 Not Acceptable <input type="checkbox"/> 2 Emerging <input type="checkbox"/> 3 Competent <input type="checkbox"/> 4 Exceptional <input type="checkbox"/> 0 Unable to Evaluate <input type="checkbox"/>
14) 5.1.C. Integrated across content areas. All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.	1 Not Acceptable <input type="checkbox"/> 2 Emerging <input type="checkbox"/> 3 Competent <input type="checkbox"/> 4 Exceptional <input type="checkbox"/> 0 Unable to Evaluate <input type="checkbox"/>
15) COMMENTS	
STANDARD 5.2 Knowledge of Teaching	
16) 5.2.A. Informed by standards-based assessment. All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.	1 Not Acceptable <input type="checkbox"/> 2 Emerging <input type="checkbox"/> 3 Competent <input type="checkbox"/> 4 Exceptional <input type="checkbox"/> 0 Unable to Evaluate <input type="checkbox"/>
17) 5.2.B. Intentionally planned. All students benefit from standards-based planning that is personalized.	1 Not Acceptable <input type="checkbox"/> 2 Emerging <input type="checkbox"/> 3 Competent <input type="checkbox"/> 4 Exceptional <input type="checkbox"/> 0 Unable to Evaluate <input type="checkbox"/>
18) 5.2.C. Influenced by multiple instructional strategies. All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.	1 Not Acceptable <input type="checkbox"/> 2 Emerging <input type="checkbox"/> 3 Competent <input type="checkbox"/> 4 Exceptional <input type="checkbox"/> 0 Unable to Evaluate <input type="checkbox"/>

19) 5.2.D. Informed by technology. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.	1 Not Acceptable <input type="checkbox"/> 2 Emerging <input type="checkbox"/> 3 Competent <input type="checkbox"/> 4 Exceptional <input type="checkbox"/> 0 Unable to Evaluate <input type="checkbox"/>
20) COMMENTS 	
STANDARD 5.3 Knowledge of Learners and their Development in Social Contexts	
21) 5.3.A. Learner centered. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.	1 Not Acceptable <input type="checkbox"/> 2 Emerging <input type="checkbox"/> 3 Competent <input type="checkbox"/> 4 Exceptional <input type="checkbox"/> 0 Unable to Evaluate <input type="checkbox"/>
22) 5.3.B. Classroom/school centered. Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.	1 Not Acceptable <input type="checkbox"/> 2 Emerging <input type="checkbox"/> 3 Competent <input type="checkbox"/> 4 Exceptional <input type="checkbox"/> 0 Unable to Evaluate <input type="checkbox"/>
23) 5.3.C. Family/neighborhood centered. Student learning is informedby collaboration with families and neighborhoods.	1 Not Acceptable <input type="checkbox"/> 2 Emerging <input type="checkbox"/> 3 Competent <input type="checkbox"/> 4 Exceptional <input type="checkbox"/> 0 Unable to Evaluate <input type="checkbox"/>
24) 5.3.D. Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected and diverse society.	1 Not Acceptable <input type="checkbox"/> 2 Emerging <input type="checkbox"/> 3 Competent <input type="checkbox"/> 4 Exceptional <input type="checkbox"/> 0 Unable to Evaluate <input type="checkbox"/>
25) COMMENTS 	
STANDARD 5.4 Understanding of Teaching as a Profession	

26) 5.4.A. Informed by professional responsibilities and policies. All students benefit from a collegial and professional school setting.	1 Not Acceptable <input type="checkbox"/> 2 Emerging <input type="checkbox"/> 3 Competent <input type="checkbox"/> 4 Exceptional <input type="checkbox"/> 0 Unable to Evaluate <input type="checkbox"/>
27) 5.4.B. Enhanced by a reflective, collaborative, professional growth-centered practice. All students benefit from the professional growth of their teachers.	1 Not Acceptable <input type="checkbox"/> 2 Emerging <input type="checkbox"/> 3 Competent <input type="checkbox"/> 4 Exceptional <input type="checkbox"/> 0 Unable to Evaluate <input type="checkbox"/>
28) 5.4.C. Informed by legal and ethical responsibilities. All students benefit from a safe and respectful learning environment.	1 Not Acceptable <input type="checkbox"/> 2 Emerging <input type="checkbox"/> 3 Competent <input type="checkbox"/> 4 Exceptional <input type="checkbox"/> 0 Unable to Evaluate <input type="checkbox"/>
29) COMMENTS 	

30) EVALUATOR (Name): _____

31) POSITION (check one)

☐ Mentor Teacher ☐ Cooperating Teacher ☐ Principal / Designate ☐ University Supervisor

32) ☐ MID-TERM EVALUATION ☐ FINAL EVALUATION

PLEASE NOTE: THIS EVALUATION MAY BE SHARED WITH THE STUDENT.

PLU USE ONLY – DISTRIBUTION

☐ Data Entry ☐ Copy to Seminar Leader ☐ Copy to University Supervisor

Appendix B

EMERGING PROFESSIONAL GROWTH PLAN OVERVIEW

2009

Overview:

The EPGP is based on Washington State's Standard V document which outlines the competencies that all preservice teachers must acquire to complete their certification. The four standards for Standard V are as follows:

- **Standard 5.1: Knowledge of Subject Matter and Curriculum Goals**
- **Standard 5.2: Knowledge of Teaching**
- **Standard 5.3: Knowledge of Learners and their Development in Social Contexts**
- **Standard 5.4: Understanding of Teaching as a Profession**

In addition to the state's four standards, we have also included a PLU Standard: **Standard 5.5: Teacher Dispositions.**

The assessment has been designed to chart your growth toward each standard and criteria at each transition point of your program. You are expected to support your self-assessment through specific Teacher-Based and Student-Based Evidence (TBE & SBE) attached to your plan. These artifacts are the products which you complete in your coursework, evidence that you gather in your fieldwork, and various evaluations of your work through the program (e.g., the field evaluations, PPA, etc.). You are asked to submit a short narrative (of specified length) that describes, analyzes, and reflects on the various standards and criteria. At the end of each term, you will present this portfolio of your work to assessment teams (Transitional Performance Review) consisting of program faculty. This self assessment and supporting documentation along with input from faculty, and supervisors and mentors in the field will provide the candidate with data to develop and describe the target for their next steps in achieving certification. On the following pages, you will find the template for the Emerging Professional Growth Plan (EPGP) as well as the corresponding rubric that will be used to evaluate your work against the standards.

Submission Dates:

Program	Submission #1	Submission #2	Submission #3	Submission #4
Undergraduate	End of Fall Semester (All standards, final oral presentation of document)	End of Spring Semester (5.1, 5.2, & 5.5)	End of Fall Semester (5.3)	End of Program (All standards, final oral presentation of document as an exit requirement)
MA with Certification	End of Summer Semester (All standards, final oral presentation of document)	End of Fall Semester (5.1, 5.2, & 5.5)	End of J-Term (5.3)	End of Program (All standards, final oral presentation of document as an exit requirement)
Alternative Routes	End of Summer Semester (All standards, final oral presentation of document)	End of Fall Semester (5.1, 5.2, & 5.5)	End of J-Term (5.3)	End of Program (All standards, final oral presentation of document as an exit requirement)

Instructions for Completion:

1. Note which submission you are scheduled to complete based on the above table. This will tell you which specific standards you will be evaluated on by faculty at each transition point. However, we also expect that all standards will be attended to throughout the course of your program.
2. Date each submission so that you will be indicating to the evaluator when the narrative was completed.
3. Limit yourself to 400 words per entry. You may use bulleted points if you desire.
4. Written documents will be due on the Monday prior to Finals Week.
5. University faculty will review all the submissions by the end of the week prior to Finals Week. These assessor teams will consist of faculty from other programs within the school.
6. You will orally present your EGP during finals week to your program faculty, addressing the comments raised by the assessors.
7. You must receive a “meeting standard” on each submission after the initial submission. If you receive an evaluation that is “approaching standard” or below, you will need to resubmit your document to continue in the program.

Rubric:

The EPGP will be assessed using a 4-point scale on each standard its accompanying criteria. The rubric is as follows:

Score	Descriptor	Criteria
1	Insufficient information	1. Little or no evidence, lack of coherence, no articulation of goals
2	Approaching Standard	2. Partial demonstration of credible and convincing evidence of TBE and SBE, does not connect to goals, errors in grammar, all criteria are not addressed
3	Meeting Standard	3. Analysis of TBE & SBE clearly connects to current state and future development and all criteria are addressed. Concrete language, observable terminology, and grammatically correct.
4	Exceeding Standard	4. Additional supportive TBE & SBE evidence, student evidence is clearly and thoughtfully analyzed with original insights.

Emerging Professional Growth Plan Template

All entries must be completed electronically. To attain “meets standard,” you must provide both Teacher-Based and Student-Based Evidence. Please identify each type of evidence in your responses and on the attachments.

Standard 5.1: Knowledge of Subject Matter and Curriculum Goals

<p>Criteria - <i>Teacher candidates positively impact student learning that is:</i></p> <p>A. Content driven. All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology</p> <p>B. Aligned with curriculum standards and outcomes. All students know the learning targets and their progress towards meeting them</p> <p>C. Integrated across content areas. All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.</p>	<p style="text-align: center;">Teacher-Based Evidence</p> <p><i>Teacher demonstrates capacity to provide effective learning experiences.</i> <i>Evidence provides the following:</i> The content in the unit plan reflects enduring understandings and depth of thinking which is aligned with curriculum standards The candidate provides opportunity for integration of reading, writing, and mathematics across content areas.</p>	<p style="text-align: center;">Student-Based Evidence</p> <p><i>Students demonstrate engagement in effective learning opportunities.</i> <i>Evidence provides the following:</i> Communicate the unit learning targets and their progress toward them. Communicate the support and resources that can be accessed to help them achieve unit learning targets. Articulate the thinking strategies used to achieve the unit learning targets.</p>
<p>List, briefly describe, and hyperlink artifacts supporting your analysis of your current level of performance as described below. Artifacts must include common product(s) required for each transition point.</p>		
<p>Where am I now? What do I need to do to get to the next level? (Describe, analyze, and provide supporting evidence of level of skill or knowledge. Reflect on criteria and describe what the next level actually looks like, and what skills do I need to develop to do this.)</p>		
<p>Assessor Score/Commentary</p>		

Standard 5.2: Knowledge of Teaching

<p>Criteria - Teacher candidates positively impact student learning that is:</p> <p>A. Content driven. Informed by standards-based assessment. All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.</p> <p>B. Informed by standards-based assessment. All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.</p> <p>C. Influenced by multiple instructional strategies. All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.</p> <p>D. Informed by technology. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.</p>	<p>Teacher-Based Evidence</p> <p><i>Teacher demonstrates capacity to provide effective learning experiences.</i></p> <p><i>Evidence provides the following:</i></p> <p>The assessment(s) selected provide useful information.</p> <p>The assessment results inform subsequent instruction.</p> <p>Plans are made to move students who are not at standard to standard</p> <p>Instruction is designed purposefully considering context, the standards base, and the research base.</p> <p>Focus on student learning strategies to reach the standard.</p> <p>Integrates technology into instruction and assessment.</p>	<p>Student-Based Evidence</p> <p><i>Students demonstrate engagement in effective learning opportunities. Evidence provides the following:</i></p> <p>Review their performance and set personal learning goals based on those assessments.</p> <p>Communicate the relationship between assessment and learning targets.</p> <p>Use a variety of learning strategies and can explain the effectiveness of their choice.</p> <p>Articulate how proper and efficient use of technology enhances learning.</p>
<p>List, briefly describe, and hyperlink artifacts supporting your analysis of your current level of performance as described below. Artifacts must include common product(s) required for each transition point.</p>		
<p>Where am I now? What do I need to do to get to the next level? (Describe, analyze, and provide supporting evidence of level of skill or knowledge. Reflect on criteria and describe what the next level actually looks like, and what skills do I need to develop to do this.)</p>		
<p>Assessor Score/Commentary</p>		

Standard 5.3: Knowledge of Learners and their Development in Social Contexts

<p>Criteria - Evidence of teacher candidate practice reflect planning, instruction, and communication that is:</p> <p>A. Learner centered. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.</p> <p>B. Classroom/school centered. Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.</p> <p>C. Family/Neighborhood centered. Student learning is informed by collaboration with families and neighborhoods.</p> <p>D. Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.</p>	<p>Teacher-Based Evidence</p> <p><i>Teacher demonstrates capacity to provide effective learning experiences.</i></p> <p><i>Evidence provides the following:</i></p> <p>The instructional plans reflect the context of the learner, including individual variables as well as classroom, school, family, neighborhood, and community.</p> <p>Teaching practices are modified by contextual information including assessment results, school community context, family context, and community context.</p> <p>The classroom climate demonstrates an understanding of democratic principles.</p> <p>Lesson plans reflect understanding of research based best practice, demonstrate reflection and adjustment of instruction, and lead to identification of areas for professional growth</p>	<p>Student-Based Evidence</p> <p><i>Students demonstrate engagement in effective learning opportunities.</i></p> <p><i>Evidence provides the following:</i></p> <p>Communicate the development and maintenance of a learning community.</p> <p>Communicate how the learning from a series of lessons connects with communities within and outside of the school.</p>
<p>List, briefly describe, and hyperlink artifacts supporting your analysis of your current level of performance as described below. Artifacts must include common product(s) required for each transition point.</p>		
<p>Where am I now? What do I need to do to get to the next level? (Describe, analyze, and provide supporting evidence of level of skill or knowledge. Reflect on criteria and describe what the next level actually looks like, and what skills do I need to develop to do this.)</p>		
<p>Assessor Score/Commentary</p>		

Standard 5.4: Understanding of Teaching as a Profession

<p>Criteria - <i>Teacher candidates positively impact student learning that is:</i></p> <ul style="list-style-type: none"> A. Informed by professional responsibilities and policies. All students benefit from a collegial and professional school setting. B. Enhanced by a reflective, collaborative, professional growth-centered practice. All students benefit from the professional growth of their teachers. C. Informed by legal and ethical responsibilities. All students benefit from a safe and respectful learning environment. 	<p style="text-align: center;">Teacher-Based Evidence</p> <p><i>Teacher demonstrates capacity to provide effective learning experiences. Evidence provides the following:</i></p> <ul style="list-style-type: none"> Participate in collaborative learning communities and develop collegial relationships. Complete regular needs-based self reflection resulting in a draft professional growth plan. Demonstrate dispositions that enhance learning and professional development. Abide by the Washington State Code of Professional Conduct. Understand the issues related to abuse and neglect as well as mandated reporting procedures.
<p>List, briefly describe, and hyperlink artifacts supporting your analysis of your current level of performance as described below. Artifacts must include common product(s) required for each transition point.</p>	
<p>Where am I now? What do I need to do to get to the next level? (Describe, analyze, and provide supporting evidence of level of skill or knowledge. Reflect on criteria and describe what the next level actually looks like, and what skills do I need to develop to do this.)</p>	
<p>Assessor Score/Commentary</p>	

PLU Standard 5.5 – Teacher Dispositions

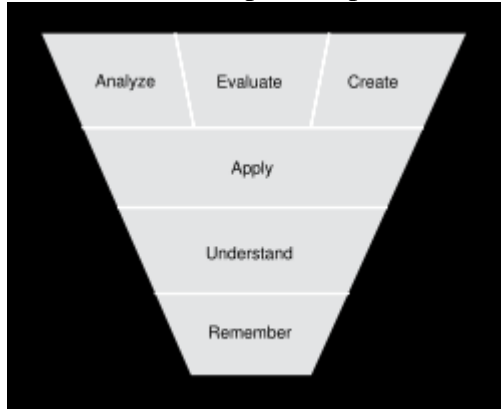
<p>Critical Reflection</p>	<p>Critically reflects on own practice; Analyzes issues from multiple perspectives to solve problems; and Evaluates assumptions and consequences while assessing support and defending judgments.</p>
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Expression	Uses appropriate and respectful verbal and written communication and respects the diverse linguistic traditions and practices that students bring with them to school.
Interaction w/ Others	Participates in collaborative learning communities and develops collegial relationships. Candidate <u>consistently</u> : Pays attention in class; Completes assignments on time; Actively listens; and Is punctual at the university and/or school placement.
Valuing	Abides by the WA. State Code of Professional Conduct. Articulates and critically assesses her/his own values with an awareness of the communities and traditions that have helped shaped them.
Multiple Frameworks	Cultivates respect for diverse cultures, practices and traditions, and recognizes how cultures shape different assumptions and behaviors about teaching, learning and schooling.
List, briefly describe, and hyperlink artifacts supporting your analysis of your current level of performance as described below. Artifacts must include common product(s) required for each transition point.	
Where am I now? What do I need to do to get to the next level? (Describe, analyze, and provide supporting evidence of level of skill or knowledge. Reflect on criteria and describe what the next level actually looks like, and what skills do I need to develop to do this.)	
Assessor Score/Commentary	

Appendix C

Lesson Plan Artifact

The following artifact progression is based on Anderson & Krathwohl's¹ (2001) revision of Bloom's Taxonomy (basic premise that each level builds upon the previous one)



Transition Point 1 – Knowledge & Understand

Task Description:

Lesson Plan Format:

Section A – Context and Overview

1. Purpose and rationale
 - Write a brief description of the lesson – what is the course, grade level of students.
 - Explain why you've chosen this lesson. Why is this particular information important? How does it fit in with the rest of the curriculum sequence (e.g., what units might precede and follow)?
2. Identify the enduring understandings or essential questions
 - What do you plan on ensuring that students will learn through the course of this lesson?

¹ *A Taxonomy for Learning, Teaching, and Assessing — A Revision of Bloom's Taxonomy of Educational Objectives*; Lorin W. Anderson, David R. Krathwohl, Peter W. Airasian, Kathleen A. Cruikshank, Richard E. Mayer, Paul R. Pintrich, James Rath and Merlin C. Wittrock (Eds.) Addison Wesley Longman, Inc. 2001

Section B – Planning

3. Identify the specific learning targets
 - Identify the EALRs and/or GLEs that support points #1 & #2
4. Identify the knowledge and skill areas that will be developed and will help to support the learning throughout this lesson.
 - Questions to consider: Are there specific areas of knowledge and skill acquisition that are critical for students to know through this lesson? Are they developmentally appropriate? Are they connected to what was taught previously? Could you argue for why you have selected these? Are they appropriate for all your students or will you have to adapt them?
5. Create an assessment plan that will indicate to you that students have acquired the essential knowledge and skills.
 - What kind of evidence would you consider acceptable? Make a clear linkage between your specific learning targets and your assessments.
6. Identify the major teaching strategies you plan to employ.
 - Consider the planning of this lesson and ask yourself how this lesson would best be taught. What strategies could you employ that would support the learning targets and assessment strategies? Why would one strategy be a better choice than another selection?
7. Identify the types of adaptations that you might need to make for students
 - Describe how your lesson accounts for differences in student learning, including learning styles and variances in ability.
 - How have you considered the cultural backgrounds of your students? Is your lesson culturally responsive to students of color, immigrant children, etc.?
8. Create a list of potential materials that you might need for the teaching of this lesson.
 - Will you need a text set to support your lesson plan?
 - Are there lab materials, manipulatives, or other instructional items that you will need?
 - Are there additional supporting resources that you have used in the planning of the lesson (e.g., a specific text book, a district curriculum guide, etc.)

Section C – Self Reflection

9. After completing this lesson plan, how would you assess your development? What are next steps you would take to refine your next lesson? How might you utilize self-reflection as part of your on-going professional development? What resources are available to you, in addition to the coursework you will be required to complete, that will assist you in your professional growth?

Primary Focus of Lesson Plan Assessment based on Standard V:

- Presence and accuracy of EALRs, GLEs, and content
- Alignment of objectives and assessments

Transition Point 2 – Application

Task Description:

The same format as above

Primary Focus of Lesson Plan Assessment based on Standard V:

- Integration of reading, writing, and mathematics
- Integration of Technology
- Presence of multiple instructional strategies
- Provide narrative of the context of the students' learning

Transition Point 3 – Analyze, Evaluate, and Create

Task Description:

The same format as above

Primary Focus of Lesson Plan Assessment based on Standard V:

- Differentiation for student learning
- Feedback loop of assessment data for subsequent instruction
- Reflection of research based practice

Appendix D

Content Mapping for Preservice Teaching Programs

Note: The five dispositions will be embedded throughout the various topics and the Emerging Growth Plan will be the linking document to the teacher and student based evidence that candidates must provide in demonstrating competency.

Topic	Sub-Topic	Standard V Reference	Program Sequence & Total Program Hours		
			UG	MA Cert	AR
			600 total hours 6 hrs.=1%	360 total hours 3.6 hrs. =1%	180 total hours 1.8 hrs. =1%
Approximate Instructional Hours for Topic #1			75	45	22.5
#1. Foundations (12.5% of total instructional time)	○ Diversity	5.3.A, 5.3B, 5.3C, 5.3D	Fall	Summer	Summer
	○ Political & Social Context	5.4C	Fall	Summer	Summer
	○ History	5.4A	Fall	Summer	Summer
	○ Reform	5.4A	Fall	Summer/Spring	Summer
	○ Families and Communities	5.3B, 5.3C, 5.3D	Fall/Spring	Summer/Fall	Summer
	○ Ethics & Professional Responsibilities	5.4A, 5.4B, 5.4C	Fall/Spring	Summer/Fall	Summer/Fall
	○ Human Growth & Development	5.3.A	Fall	Summer	Summer
Approximate Instructional Hours for Topic #2			75	45	22.5
#2. Special Education (12.5% of total instructional time)	○ Law	5.4A, 5.4C	Fall	Summer	Summer
	○ Methodologies	5.2A, 5.2B, 5.2C, 5.2D, 5.3A	Spring	Fall	Summer
	○ Assessment	5.2A, 5.2B, 5.2C, 5.2D, 5.3A	Spring	Fall	Summer/Fall
	○ Specific Populations	5.2A, 5.2B, 5.2C, 5.2D, 5.3A	Spring	Fall/J-Term	Summer/Fall/Spring

	(EBD, LD, etc.)				
Approximate Instructional Hours for Topic #3			75	45	22.5
#3. Literacy (12.5% of total instructional time)	○ Reading	5.1A, 5.1B, 5.1C	Spring	Fall/J-Term	Summer/Fall
	○ Writing	5.1A, 5.1B, 5.1C	Spring	Fall/J-Term	Summer/Fall
	○ Numeracy	5.1A, 5.1B, 5.1C	Spring	Fall	Fall
	○ Cultural	5.1C, 5.2C, 5.3A, 5.3D	Fall 1 & 2/Spring	Summer/Fall	Summer/Fall
	○ Language Development	5.2C, 5.3A	Spring	Summer/Fall	Summer/Fall
Approximate Instructional Hours for Topic #4			150	90	45
#4. Assessment & Planning (25% of total instructional time)	○ Alignment of Objectives and Assessment	5.1A, 5.1B, 5.1C, 5.2A, 5.2B, 5.2C	Spring, Fall 2	Fall	Summer/Fall
	○ Backwards Design	5.1A, 5.1B, 5.1C, 5.2A, 5.2B, 5.2C	Spring, Fall 2	Fall	Summer/Fall
	○ Lesson planning	5.1A, 5.1B, 5.1C, 5.2A, 5.2B, 5.2C	Spring, Fall 2	Fall	Summer/Fall
	○ Unit planning	5.1A, 5.1B, 5.1C, 5.2A, 5.2B, 5.2C	Spring, Fall 2	Fall	Summer/Fall
Approximate Instructional Hours for Topic #5			150	90	45
Instructional Methodology (25% of total instructional time)	○ Subject Matter Learning	5.1A, 5.1B, 5.1C, 5.2A, 5.2B, 5.2C	Spring, Fall 2	Fall	Summer/Fall
	○ Specific Methodologies	5.1A, 5.1B, 5.1C, 5.2A, 5.2B, 5.2C	Spring, Fall 2	Fall	Summer/Fall
	○ Reading through the Content Areas	5.1C	Spring, Fall 2	Fall/J-Term	Summer/Fall
	○ Integration of Technology	5.2D	Fall	Fall	Fall
	○ Differentiation	5.2B, 5.2C, 5.3A	Spring, Fall 2	Fall	Summer/Fall

Approximate Instructional Hours for Topic #6			75	45	22.5
#6. Classroom Management (12.5% of total instructional time)	○ Theory	5.3B, 5.3C, 5.3D	Fall	Summer	Summer
	○ Methodologies	5.3B, 5.3C, 5.3D	Spring/Fall 2	Fall	Fall

PLU School of Education Assessment System Development Proposal & Recommendations

Reasoning behind timeline of implementation:

NCATE is currently in the process of changing the protocols for site visits. Previously, the standard process was that units would submit the Institutional Report 90 days prior to the visit. The report would then be reviewed by the chair of the Board of Examiners as part of the previsit protocol – essentially, the chair would make suggestions about the relative merits of the report and express any concerns. NCATE would then send a 3-5 person team (the state also sends a team) to conduct a five day site visit. As a result of this timeline, the critical data gathering time was the two years prior to the visit. In our case, since we have a visit in fall, 2012, this would make the years 2010-11 & 2011-12 as the most essential for full implementation of our assessment system.

However, in the proposed protocol (this has not been approved yet, but it looks likely), NCATE will require the IR one year in advance (fall, 2011), the IR will be reviewed by BOE members throughout the year, and a smaller site team will be sent at the end of that year (fall, 2012). The implication of this decision is that it will move the critical data gathering years up by one year – 2009-10 & 2010-11. As a result, we need to begin gathering systematic data starting this summer/fall. This is also a requirement of the state and we need to demonstrate that we have adapted our programs to Standard V.

Timeline and implementation proposal:

Assumptions

As the assessment system is further developed and piloted, documents and processes may be changed in order to improve, align, or enhance the overall assessment system. As stated previously, the purposes of further developing the assessment system are as follows:

- To clearly align our programs with the state's Standard V document and make adjustments where necessary
- To better identify and inform faculty, staff, and candidates of the effectiveness of their practice
- To develop a system that will allow us to aggregate and disaggregate data for both individual and program use
- To use current technology to facilitate the assessment system's use by candidates and faculty and to clearly communicate with outside constituents.

Notes

- “Full” implementation means implementation across all programs. If revisions are necessary to documents, the revised document will be used at the beginning of the subsequent semester.
- “Pilot” means programs will implement the draft, knowing that it will be “under construction” simultaneously during implementation.

UG: Undergraduate program MA: Master certification program AR: Alternative route program

Component	Item	Pilot, partial, or full implementation	Date of implementation
Assessment System (complete)	Pilot of key components that are consistent across programs (Disposition, Field Evaluation, Emerging Growth Plan).	Pilot (all programs) Full	6/09 6/10
Admissions Criteria	Revisions to admissions criteria have been approved. Implementation will occur next spring (Steve).	Full	Spring/10
Dispositions	Assessment of dispositions aligned with the university's ILOs and Standard V has been approved. A rubric will be developed prior to the start of summer courses (Steve).	Pilot (all programs) Full	6/09 6/10
Field Evaluations	Assessment of field work has been approved. Revision to the field evaluations will focus on the integration of our identified dispositions (Maria).	Full (distributed at midterm and finals)	6/09
Juried Portfolios	<u>Initial Teaching Event</u> – Continued discussion and work on the logistics of the initial teaching event.	Full	6/10
	<u>EGP (Emerging Growth Plan)</u> – Development of an EGP document to be completed over the next month.	Pilot (all programs)	6/09

	<u>Common (Transitional) Tasks</u>	Pilot (MA, AR)	6/09
	1. Lesson Plan		
	2. Unit Plan		
	3. Management Plan		
	Juries – Pilot culminating jury where candidates must present their EGP, common tasks, dispositional evaluations, and field evaluations.	Pilot (AR, MA) Full	6/10 6/10
Content Area Assessment	Map content		6/09
	Adjust courses to mapped content	Full	6/10
Technology pilot year	One year transition, allowing time for professional development for faculty to learn technology and its integration.	Transition / prof dev year Full	6/09 6/10
	1. AR, MA – freedom to demonstrate learning any way they want.	implementation of new technology system	
	2. 5 Master Cert candidates (as part of fellowship), pilot Chalk & Wire for research and analysis of system.		
	3. UG – Question for Hub 1 faculty.		



Assessment System Overview

The assessment system must integrate OSPI's state standards for professional teacher certification, especially Standard V. The assessment system must be multi-dimensional and provide teacher-based as well as student-based evidence. The foundation of the assessment system design consists of five core components: Admissions Criteria, Content Based Assessments, Juried Portfolio, Field Based Evaluations and Dispositions. The framework features teaching events as bookends at the beginning and end of a student's career as a teacher candidate at PLU. At significant transition points natural to the program, teacher candidates' juried portfolio components, including but not limited to disposition, field evaluation (where applicable) and common task scores will inform their emerging growth plans as well as their program at PLU.

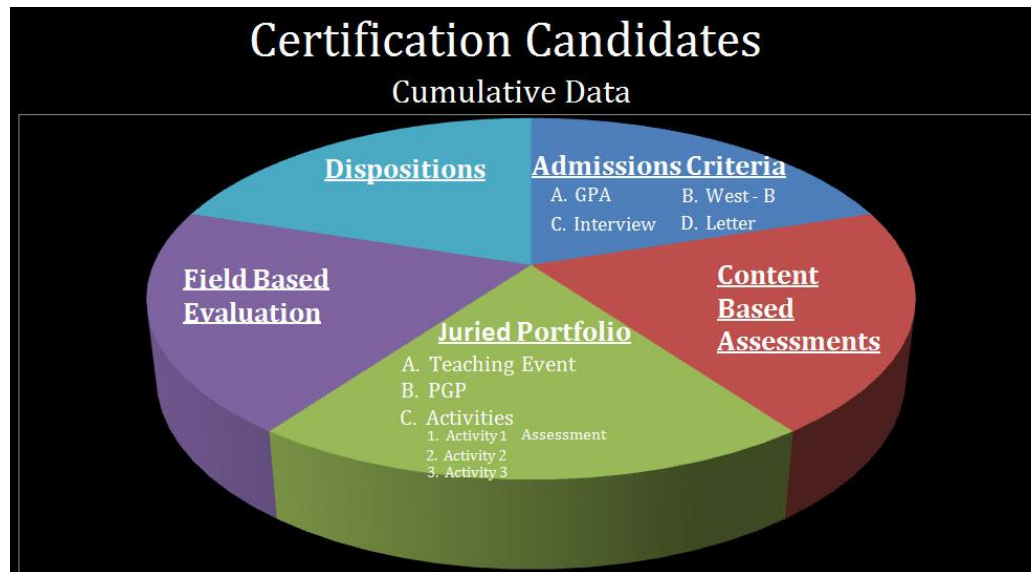
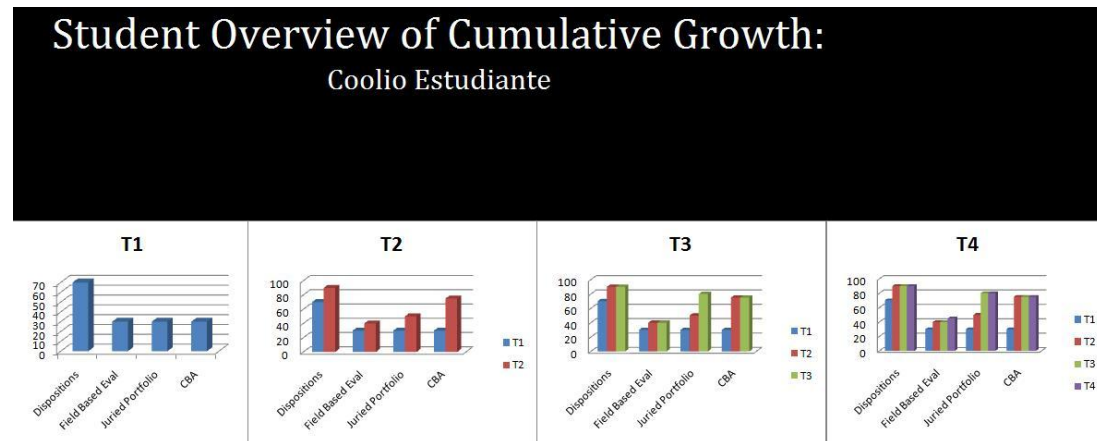


Figure 1. Assessment system core components

Throughout the course of instruction, instructors will be able to analyze individual student growth for advising purposes. Program aggregation and course disaggregation will inform instructors of effectiveness and improvement areas. Progression of student success (see Figure 2) informs instructors and their students (during advising) of positive growth and necessities for development. This is especially helpful while advising the emerging growth plan.

Figure 2. Graphical Representation of Candidate Growth



Appendix G

Content Committee

History, Recommendations, Decision Points, and Next Steps

History

The Content Committee (Paula Leitz, Vidya Thirumurthy, Ron Byrnes, Rich Knuth, and Mike Hillis) has labored over the scope of our particular committee's charge. Initially, we debated the merits of an objective, content based test that would be required of all candidates at various transitions points within their respective programs. However, the direction of this discussion changed when we identified the problems that this assessment was attempting to resolve. The issues were: 1) the curriculum not having a clear focus or identified targets; 2) the curriculum becoming too dependent on individual faculty members; and 3) the differences of the preservice curricula across the various preservice programs. As a committee, we were in agreement that all of our candidates need to develop a deep knowledge of content and that this content would be consistent across programs. Therefore, we have decided that before we create assessments, we need to carefully craft a curriculum framework that would help to establish a guaranteed curriculum. This guaranteed curriculum would not be scripted – in fact, this process should be seen as dynamic – but rather it would focus on the essential questions and knowledge and skills that all preservice teachers require to be successful.

Recommendations

The committee recommends the following:

- The development of broad content based frameworks to assist faculty in identifying how course content aligns with learning targets;
- Based on the broad content based frameworks, allow faculty to develop specific student learning objectives for each course;
- Create a curriculum oversight committee with representatives from each program to review all course syllabi;
- Maintain access of current course syllabi on netstor for all faculty members.

Decision Points

The committee continues to struggle with the following questions:

- How can we find a balance between the assessment of broad instructional targets and more specific, discrete information gathering objectives?
- How do we maintain curriculum integrity when faculty members have a multitude of different teaching strategies and assessments across programs?
- Related to the previous question, how do the specific characteristics of the program and candidate profiles impact curriculum choices?
- How do course based assessments contribute to the overall evaluation of a candidate's content acquisition?

Next Steps

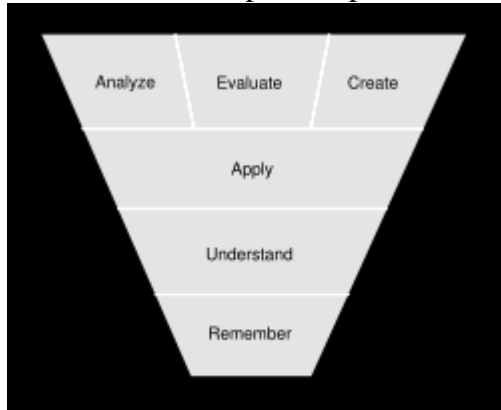
To move forward in our work, the committee is working on the following:

- Developing a curriculum framework that includes essential questions, knowledge/skills, and linkages to Standard V for all teacher preparation programs;
- Developing a curriculum framework that includes essential questions, knowledge/skills, and linkages to standards for administrator/leadership programs;
- Establish a curriculum oversight committee to review syllabi for program fidelity;
- Create a series of file folders on netstor to maintain the department's collection of syllabi;
- Complete curriculum framework by June 1, 2009.

Appendix H

Unit Plan Artifact

The following artifact progression is based on Anderson & Krathwohl's² (2001) revision of Bloom's Taxonomy (basic premise that each level builds upon the previous one)



Transition Point 1 – Knowledge & Understand

Task Description:

Assessment and Backwards Design

Having been introduced to UBD, candidates will be asked to create a skeletal unit plan focusing on the three stages of backwards design:

- Stage 1: Identifying Desired Results
 - Enduring understandings

² *A Taxonomy for Learning, Teaching, and Assessing — A Revision of Bloom's Taxonomy of Educational Objectives*; Lorin W. Anderson, David R. Krathwohl, Peter W. Airasian, Kathleen A. Cruikshank, Richard E. Mayer, Paul R. Pintrich, James Rath and Merlin C. Wittrock (Eds.) Addison Wesley Longman, Inc. 2001

- Essential questions
 - Knowledge and skills
- Stage 2: Determining Acceptable Evidence
 - Performance Tasks
 - Quizzes, tests, prompts
 - Unprompted evidence
 - Self-assessment
- Stage 3: Plan Learning Experiences and Instruction
 - Sequence of learning

Primary Focus of Unit Plan based on Standard V:

- Multiple examples of formative and summative assessments
- Alignment of objectives and assessments

Transition Point 2 – Application

Task Description:

The same format as above

Primary Focus of Lesson Plan Assessment based on Standard V:

- Use of strategies to assess understanding of curricular content
- Use of strategies to assess critical thinking, problem solving, and application
- Use of assessment results to determine effectiveness of instruction

Transition Point 3 – Analyze, Evaluate, and Create

Task Description:

The same format as above

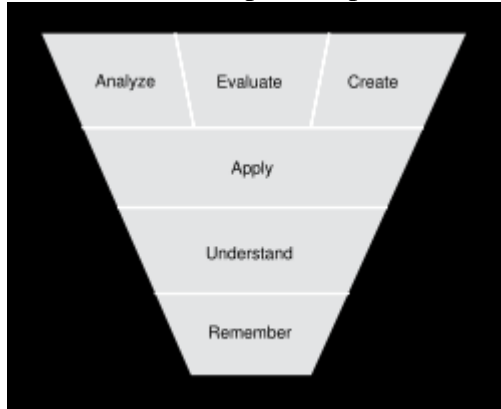
Primary Focus of Unit Plan Assessment based on Standard V:

- Use of assessment data to differentiate instruction
- Use of assessment data to modify teaching practices
- Reflection of research based practice

Appendix I

Classroom Management Artifact

The following artifact progression is based on Anderson & Krathwohl's³ (2001) revision of Bloom's Taxonomy (basic premise that each level builds upon the previous one)



Transition Point 1 –Understand, Analyze & Evaluate

Task Description:

Classroom Management: A Focus on The Student

Section A: Your task is to observe the students in your practicum setting classroom three times using the attached form* and then summarizing the data you obtain.

Section B: Write a reflective paper about the results of your observation. Answer the following specific questions:

- What do these data tell you about student engagement?
- What do these data reflect about student acquisition of intended skills/knowledges that are the focus of the lesson?
- What can you say about levels of disruption in the classroom?

³ *A Taxonomy for Learning, Teaching, and Assessing — A Revision of Bloom's Taxonomy of Educational Objectives*; Lorin W. Anderson, David R. Krathwohl, Peter W. Airasian, Kathleen A. Cruikshank, Richard E. Mayer, Paul R. Pintrich, James Rath and Merlin C. Wittrock (Eds.) Addison Wesley Longman, Inc. 2001

- What are your observations about teacher use of praise and reprimands?

* [Classroom Observation Form.doc](#)

*Primary Focus of Activity based on Standard V (5.**2, 5.**3):*

- Instruction is designed purposefully**
- There is a focus on student learning **
- Instructional plan reflects the context of the learner***
- Teaching practices are modified by contextual information***

Transition Point 2 – Create

Task Description:

Designing Your Own Management System

Your task is to create a comprehensive management system for your own classroom. This system should take into account:

- establishment of expectations, rules, and instructional procedures to create them
- establishment of routines and rituals for your classroom
- a focus on instruction as a management tool
- the use of universal level procedures for responding to minor misbehaviors

Primary Focus of Management System based on Standard V (5.3):

- Integration of content knowledge in the area of behavior and pedagogy
- Integration of Technology
- Presence of multiple strategies for management
- Development of an assessment strategy for behavior
- Allows for student reflection on their behavior

Transition Point 3 – Analyze, Evaluate, and Create

Task Description:

Create differentiated management interventions, empirically based, for individual student discipline problems

- The identification of specific behavior(s)
- The identification of assessment methodologies appropriate for specific behavior(s)
- the identification and description of specific instructional methodologies for teaching replacement behaviors
- the identification of consequences for both appropriate and inappropriate behavior(s)
- demonstrated understanding of contextual variables influencing behavior(s)

Primary Focus of Lesson Plan Assessment based on Standard V(5.3):

- Differentiation for student learning
- Feedback loop of assessment data for subsequent instruction
- Reflection of research based practice
- Attention paid to legal and ethical responsibilities
- Assessment results inform subsequent intervention(s)

Appendix J



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*Educating for Lives of
Thoughtful Inquiry, Service,
Leadership and Care*

May 26, 2009

Re: Implementation of Standard V

To Whom It May Concern,

I write to summarize the involvement of Pacific Lutheran University's (PLU) Professional Education Advisory Board (PEAB) in overseeing the implementation of Standard V.

During the 2008-09 academic year, the teacher PEAB at PLU was introduced to Standard V and presented with an overview of the design of the unit-wide assessment system. This involved the introduction of Standard V at the February 26, 2009 meeting and the subsequent presentation of the design of the assessment system at the May 21, 2009 meeting.

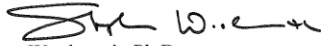
In reviewing the manner in which Standard V is being implemented through the design of the assessment system, the PEAB membership has been supportive, inquisitive and engaged. While there have not been any significant revisions of the work thus far as a result of feedback from the PEAB membership, many questions and ideas have surfaced at the PEAB meetings. For example, the language surrounding the use of juried faculty teams to assess candidate reflections on teacher and student based evidence as part of the candidates' growth plans was questioned. The term "jury" was identified as intimidating and perhaps contrary to the spirit of learning embedded within Standard V. A PEAB member suggested that such events be titled "Transitional Performance Reviews," which is now being proposed for adoption by departmental faculty.

Another aspect of Standard V implementation that has received significant feedback from the PEAB membership is the assessment of candidate dispositions. The PEAB has been quite supportive of the integrated approach of merging the language of Standard V with PLU's Integrative Learning Objectives (ILOs). The PEAB analyzed the five categories of dispositional assessment and a draft of the accompanying rubric. Several members commented that this unique approach is what will distinguish and "brand" PLU's preservice teacher education programs within the wider arena of Washington State teacher preparation programs.

As we move forward to pilot several components of the assessment system during the 2009-10 academic year, the PEAB will play an increasingly important role in reviewing artifacts, monitoring the phased implementation of system

components and evaluating the extent to which PLU's preservice programs are seamlessly aligned with Standard V criteria.

Respectfully,

A handwritten signature in black ink, appearing to read "Stephen Woolworth".

Stephen Woolworth, Ph.D.
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